

# Nevada Social Studies Standards

## Geography

### K-12 Standards

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“Where is it?” “Why is it there?” “What’s it like there?” “Is there a pattern?” “How did it get there?” “How does it interact with other things?” “What difference does it make?” Geography enables students to find answers to these questions and more about the familiar world around them and about the spaces and places they have yet to visit. Geography helps students navigate, appreciate, and ultimately understand the interdependent world in which we live.

Geography is the study of people, places, and environments from a spatial perspective. Its subject matter includes the physical and human phenomena that make up the world’s environments and places. Geographers describe the changing patterns of places in words, maps, and graphics; explain how these patterns came to be; and unravel their meanings. Geography’s continuing quest focuses upon understanding the physical and cultural features of places and their natural settings on the surface of the Earth. (*Geography for Life*, p. 1)

Being literate in geography is essential if students are to leave school equipped to earn a good living, enjoy the richness of life, and participate responsibly in local, national, and international affairs. The following standards identify what Nevada students should know and be able to do in order to attain high levels of competency in geography. These standards specify essential subject matter, skills, and perspectives. All are necessary components of the integrated chain of knowledge that a geographically informed person must appreciate and command. Isolated geographic facts never constitute geographic understanding. Listings of specific geographic locations in the benchmarks are suggestive, certainly not inclusive.

In Content Standard One, students use maps and other geographic tools to locate and derive information about people, places, and environments. Content Standards Two through Five cover the physical and human features of Earth, and the effects of their interactions on one another. Places and regions, the basic units of geography, provide the context for these standards. Content Standard Six focuses on the use of geography, taken as a whole, to interpret the past, understand the present, and plan for the future. Finally, Content Standard Seven provides students with geographic skills as they ask and answer geographic questions by acquiring, organizing, analyzing, and presenting geographic information.

The world students face in the twenty-first century is more diverse and more crowded, the physical environment more complex and more threatened, and the global economy more competitive and more interconnected. Understanding that world, that environment, and that economy requires a world-class education in geography. The Nevada Social Studies Standards in Geography provide every parent, teacher, curriculum developer, businessperson, and policy leader with a set of challenging expectations for all students, so our children can grow to be productive, informed citizens in a global society.

**NOTE:** These standards make use of terms *including*, *such as*, and *for example*. These words and phrases have been used in specific ways. *Including* is used to indicate specific topics or ideas to be learned by students. Items that follow *including* are considered vital to the understanding of the topic. However, the study of the content in benchmarks is not limited to what follows *including*. *Such as* and *for example* are used to indicate suggestions or examples to provide guidance and understanding. Two examples from the Geography Standards:

1.5.1

Use informational maps and map features, including directional orientation, map symbols, and grid system, to identify and locate major geographic features in Nevada and the United States.

Directional orientation, map symbols, and grid system are essential to an understanding of map features and the teaching and learning of this particular topic would not be complete without them. However, there are certainly other map features that would add to a student’s understanding of the topic and would not be appropriate if added into the lesson, but directional orientation, map symbols, and grid system should not be neglected.

3.5.2 Define and give examples of natural hazards, such as hurricanes, tornadoes, and tsunamis.

Items that follow these terms should not be considered mandatory or part of a potential assessment. Here, hurricanes, tornadoes, and tsunamis are not the only examples of natural hazards and may or may not be included in the lesson. Other examples may be appropriate in the teaching of this concept.

This edition of the Nevada Academic Standards contains supplemental information. First, suggested interdisciplinary links have been noted at the bottom of each box. The key to the link coding is below. Second, members of a prioritization team selected some standards and benchmarks as appropriate for state assessment and others as appropriate only for local assessment. (It is assumed that all benchmarks will be assessed at the local level; only some are appropriate for assessment at the state level.) Benchmarks in *italics* indicate benchmarks that are NOT appropriate for state assessment and are ONLY appropriate for local assessment. Benchmarks in regular text are appropriate for state assessment. Finally, the prioritization teams prioritized each benchmark based on a three-part framework, the key to which is also listed below.

#### **Key to Suggested Link Coding**

|   |   |        |   |   |                       |    |   |           |
|---|---|--------|---|---|-----------------------|----|---|-----------|
| C | = | Civics | E | = | English Language Arts | Ec | = | Economics |
|   |   |        | G | = | Geography             | H  | = | History   |

**NOTE:** As of April 2006, both the Science and Mathematics standards have been revised; therefore, none of the alignment with these two content area standards is valid or accurate. Thus, the Science and Mathematics standards have been removed from this document.

#### **Prioritizing**

|          |   |   |
|----------|---|---|
| <b>E</b> | = | <b>Enduring, complex, engaging, “big ideas,” requiring in-depth coverage</b>                                |
| <b>I</b> | = | <b>Important to know and do. Students should retain detailed, but not extensive knowledge.</b>              |
| <b>W</b> | = | <b>Worth being familiar with. Students should have awareness of key people, ideas, concepts, and terms.</b> |

Nevada Academic Standards that are assessable at local ONLY are indicated with *italicized text*.

Nevada Academic Standards that are assessable at state and local levels are indicated with regular text.

## Geography

**Content Standard 1.0: The World in Spatial Terms:** *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

| Grade 2   | Grade 3   | Grade 5  | Grade 8  | Grade 12  |                      |
|---|---|--|--|---|----------------------|
| Students know and are able to do everything required in earlier grades and:     | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   |                      |
| 1.2.1 <b>E</b><br>Identify the map titles and map symbols on a variety of maps. | 1.3.1 <b>E</b><br>Identify and use the <b>cardinal directions</b> (N,S,E,W) on a <b>compass rose</b> to locate places on a map. | 1.5.1 <b>I</b><br>Use maps and map features, including directional orientation, map symbols, and <b>grid</b> system, to identify and locate major geographic features in Nevada and the United States. | 1.8.1 <b>I</b><br>Use map elements including scale, <b>latitude</b> and <b>longitude</b> , and projection, to identify and locate <b>physical</b> and human <b>features</b> in the United States and the world.<br><br>H 2.8.3; H 4.8.1; H 4.8.2; H 6.8.17 | 1.12.1 <b>W</b><br>Use a variety of <b>complex maps</b> to acquire geographic information such as <b>topographic</b> , <b>demographic</b> , and <b>land use</b> .<br><br>H 2.12.3 | <b>Map Use</b>       |
| 1.2.2 <b>I</b><br>Describe what a map or globe represents.                      | 1.3.2 <b>I</b><br>Compare uses of maps and globes.  | 1.5.2 <b>W</b><br>Identify the characteristics and purposes of different maps and globes.  | 1.8.2 <b>W</b><br>Compare and contrast the characteristics and purposes of several types of maps, <b>map projections</b> , and other geographic representations.<br><br>H 2.8.3  | 1.12.2 <b>I</b><br>Select appropriate maps, <b>map projections</b> , and other representations to analyze and interpret geographic information.<br><br>H 2.12.3                   | <b>Map Selection</b> |

**Cardinal directions:** The four main points of the compass: north, east, south, and west.

**Compass rose:** Device drawn on maps to show the directions.

**Complex map: (Special purpose/thematic/complex map)** A map representing a specific spatial distribution, theme, or topic, for example, population density, cattle production, or climates of the world.

**Demographic:** Pertaining to the study of population statistics, changes, and trends based on various measures such as fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population), literacy rate, per capita income, and gross domestic product.

**Grid:** A pattern of lines on a chart or map, such as those representing latitude and longitude.

**Human features:** Features and patterns on Earth's surface created by humans, including dwellings, crops, roads, machines, places of worship and other cultural elements; synonymous with human characteristics and cultural landscapes.

**Land use:** The range of uses of Earth's surface made by humans. Uses are classified as urban, rural agricultural, forests, etc., with more specific sub-classifications useful for specific purposes (for example, low-density residential, light industrial, nursery crops).

**Latitude:** Location north or south of the equator measured by imaginary lines (parallels) numbered in degrees north or south.

**Longitude:** Location east or west of the prime meridian measured by imaginary lines (meridians) numbered in degrees east or west.

**Map projection:** A mathematical formula by which the lines of a global grid and the shapes of land and water bodies are transferred from a globe to a flat surface, for example, Mercator, Robinson, conic, and polar.

**Physical feature:** Aspect of place or area that derives from the physical environment.

**Topographic:** Detailed map illustrating selected physical and human features of a place.

## Geography

**Content Standard 1.0: The World in Spatial Terms:** *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.*

| Grade 2   | Grade 3   | Grade 5   | Grade 8   | Grade 12  |  |
|---|---|---|---|---|--|
| Students know and are able to do everything required in earlier grades and:             | Students know and are able to do everything required in earlier grades and:             | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   |  |
| 1.2.3 E<br>Recognize geographic information from maps, globes, photographs, and graphs. | 1.3.3 E<br>Use maps, globes, photographs, and graphs to collect geographic information. | 1.5.3 E<br>Read and derive geographic information from photographs, maps, graphs, and computer resources.<br><br>E 4.5.1; H 1.5.2                   | 1.8.3 I<br>Use maps, graphic representations, aerial photographs, satellite images, and computer resources to compare Earth's physical and human features.<br><br>H 2.8.3 | 1.12.3 I<br><i>Use appropriate geographic tools and technologies to analyze and interpret Earth's physical and human features.</i><br><br>H 2.12.3                | <b>Geographic Tools and Technologies</b> |
| 1.2.4 I<br>Choose a title and construct a key from given map symbols.                   | 1.3.4 I<br>Construct a simple map, including title, symbols, and directions.            | 1.5.4 I<br><i>Construct maps and charts to display information about human and physical features in the United States.</i><br><br>H 3.3.5; H 6.5.17 | 1.8.4 I<br><i>Construct maps and charts to display information about human and physical features.</i><br><br>H 1.8.2  | 1.12.4 I<br><i>Construct complex, accurate maps and models from memory to answer questions about the location of human and physical features.</i><br><br>H 2.12.3 | <b>Map Construction</b>                  |
|   | 1.3.5 W<br>Recognize different types of maps.   | 1.5.5 W<br>Identify the purpose and content of various U.S. maps.   | 1.8.5 W<br>Compare and contrast maps of similar areas for purpose, accuracy, content, and design.   | 1.12.5 W<br>Analyze maps for similarities and differences in purpose, accuracy, content, and design.<br><br>H 2.12.5  | <b>Map Applications</b>                  |
| Recognize <b>spatial patterns</b> on a map. E   | 1.3.6 E<br>Identify and explain simple <b>spatial patterns</b> on a map.                | 1.5.6 E<br>Answer <b>spatial</b> questions about a map using basic geographic vocabulary.   | 1.8.6 E<br>Make and defend a <b>spatial</b> decision using basic geographic vocabulary and concepts.<br><br>H 1.12.2  | 1.12.6<br>Apply concepts and models of <b>spatial organization</b> to make decisions about geographic information.  | <b>Map Analysis</b>                      |

**Human features:** Features and patterns on Earth's surface created by humans, including dwellings, crops, roads, machines, places of worship and other cultural elements; synonymous with human characteristics and cultural landscapes.

**Intermediate directions:** The points of the compass that fall between north and east, north and west, south and east, south and west (such as NE, NW, SE, SW).

**Physical feature:** Aspect of place or area that derives from the physical environment.

**Spatial:** Pertaining to space on Earth's surface; refers to distances, directions, areas and other aspects of space.

**Spatial organization:** The mode in which Earth space is structured.

**Spatial pattern:** Pattern of space on the Earth's surface.

## Geography

**Content Standard 1.0: The World in Spatial Terms:** *Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments*

| Grade 2   | Grade 3  | Grade 5   | Grade 8  | Grade 12  |                      |
|---|--|---|--|---|----------------------|
| Students know and are able to do everything required in earlier grades and:                                 | Students know and are able to do everything required in earlier grades and:                              | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and: |                      |
| 1.2.7 <b>I</b><br>Identify and locate land and water on a map or globe, using the terms continent and ocean | 1.3.7 <b>I</b><br>Explain the difference between a city and a state, using appropriate examples.         | 1.5.7 <b>E</b><br>Recognize that states in the United States may be grouped into regions such as the West, Southwest, Midwest, Southeast, and Northeast.  | 1.8.7 <b>E</b><br>Recognize that countries may be grouped into both physical and political regions, such as Latin America, Oceania, East Asia, Indian subcontinent, and Europe.<br><br>H 2.8.3; H 3.8.3  |   | <b>Map Concepts</b>  |
| 1.2.8 <b>I</b><br>Locate Nevada and the United States on a map.   | 1.3.8 <b>I</b><br>Locate and name states that border Nevada and countries that border the United States. | 1.5.8 <b>I</b><br>Label a map of the United States with the names of the fifty states and major cities, such as Washington, D.C., Los Angeles, Seattle, Denver, Chicago, Atlanta, and New York. | 1.8.8 <b>I</b><br>Identify prominent countries relative to region or continent and locate major cities of the world such as Beijing, Bombay (Mumbai), Buenos Aires, Cairo, Jakarta, London, Montreal, Moscow, Mexico City, Paris, Sydney, and Tokyo.<br><br>H 2.8.3; H 3.8.3 |   | <b>Map Locations</b> |

## Geography

**Content Standard 2.0: Places and Regions:** *Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.*

| Grade 2  | Grade 3   | Grade 5  | Grade 8   | Grade 12  |  |
|--|---|--|---|---|--|
| Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:                               | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   |  |
| 2.2.1 <b>I</b><br>Identify basic types of landforms and bodies of water, such as mountains, valleys, islands, lakes, and rivers. | 2.3.1 <b>E</b><br>Identify differences between <b>physical</b> and <b>human features</b> .                | 2.5.1 <b>I</b><br>Describe physical and human features and cultural characteristics of places and regions in the United States.<br><br>H 3.5.5; H 5.5.5; H 5.5.6                           | 2.8.1 <b>W</b><br>Describe the relationship between physical and human features, such as landforms and <b>political boundaries</b> .<br><br>H 2.8.3; H 3.8.2  | 2.12.1<br>Determine how relationships between humans and the physical environment lead to the development of and connections among places and <b>regions</b> .<br><br>H 3.12.3; H 4.12.1; H 4.12.2; H 4.12.5      | <b>Characteristics of Places and Regions</b> |
| 2.2.2 <b>W</b><br>Identify traditions and customs that families practice.<br><br>E 3.2.3   | 2.3.2 <b>I</b><br>Identify how language, music, stories, art, and customs express culture.<br><br>E 3.3.3 | 2.5.2 <b>I</b><br>Identify examples in their community or region that reflect cultural identity.<br><br>C 4.5.3; E 3.5.3; E 8.5.3; H 3.5.5   | 2.8.2 <b>E</b><br>Explain how places, <b>regions</b> , and belief systems are important to the expression of cultural identity.<br><br>E 3.8.3; E 8.8.3; H3.8.3; H 3.8.5; H 5.8.9; H 6.8.14; H 6.8.17; H 6.8.18, H 6.8.19 | 2.12.2 <b>E</b><br>Explain why places and regions are important to cultural identity and can serve as forces for both <b>unification</b> and <b>fragmentation</b> .<br><br>E 3.12.1; E 3.12.2; E 3.12.3; H 4.12.2 | <b>Cultural Identity</b>                     |
|  | 2.3.3 <b>W</b><br>Discuss how people view their own communities.  | 2.5.3 <b>I</b><br>Describe the characteristics of their community and Nevada from different perspectives.<br><br>C 4.5.3; H 3.5.5; H 5.5.5; H 5.5.6; H 6.8.1; H 6.8.14; H 9.8.13; H 10.8.3 | 2.8.3 <b>I</b><br>Compare how cultural characteristics affect different points of view with regard to places and regions.<br><br>C 4.8.3; E 3.8.3; H 3.8.2; H 3.8.3   | 2.12.3 <b>E</b><br>Compare and contrast the characteristics of places and regions from different points of view.<br><br>E 3.12.1; E 3.12.2; E 3.12.3  | <b>Cultural Perspectives</b>                 |

**Fragmentation:** Breaking a part away from the whole.

**Human features/characteristics:** Features and patterns on Earth's surface created by humans, including dwellings, crops, roads, machines, places of worship and other cultural elements; synonymous with human characteristics and cultural landscapes.

**Physical feature:** Aspect of place or area that derives from the physical environment.

**Political boundaries:** The limit or extent within which a system exists or functions (such as governments of cities, counties, states, countries).

**Region:** An area with characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.

**Unification:** The act of combining into one.

## Geography

**Content Standard 2.0: Places and Regions:** *Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.*

| Grade 2  | Grade 3   | Grade 5   | Grade 8  | Grade 12  |                                     |
|--|---|---|--|---|-------------------------------------|
| Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:                           | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   |                                     |
| 2.2.4 <b>W</b><br>Give examples of how technology is used in the home and classroom.<br><br>Ec 7.2.1                       | 2.3.4 <b>W</b><br>List examples of technology in their community.                                     | 2.5.4 <b>W</b><br>Identify the effects of the use of technology in different communities in the United States.<br><br>H 9.5.5                     | 2.8.4 <b>W</b><br>Describe ways in which technology affects how cultural groups use places and regions.<br><br>H 6.8.1; H 6.8.14   | 2.12.4 <b>W</b><br>Determine how technology affects the way cultural groups perceive and use places and regions.<br><br>H 3.12.3; H 3.12.4  | <b>Impact of Technology</b>         |
| 2.2.5 <b>I</b><br>Identify changes that have occurred over time at home, at school, or in the neighborhood.<br><br>H 1.2.2 | 2.3.5 <b>W</b><br>Identify an historical landmark and describe the event that took place there.       | 2.5.5 <b>I</b><br>Identify and describe the locations of selected historical events.<br><br>E 3.5.3; H 4.5.1; H 5.11; H 6.5.4; H 6.5.17; H 6.5.21 | 2.8.5 <b>I</b><br>Evaluate the role regions have played in historical events.<br><br>H 3.8.3; H 5.8.10; H 5.8.17; H 6.8.21; H 7.8.5; H 7.8.14; H 9.8.1                     | 2.12.5 <b>I</b><br>Analyze selected historical issues and questions using the geographic concept of regions.<br><br>H 3.12.3; H 3.12.4; H 4.12.1; H 4.12.2; H 6.12.17   | <b>History and Region</b>           |
|  | 2.3.6 <b>I</b><br>Compare visual images of the same place over time.<br><br>H 1.3.2                   | 2.5.6 <b>I</b><br><i>Describe how their community and Nevada have changed over time.</i><br><br>H 3.5.5; H 5.5.5; H 5.5.36                        | 2.8.6 <b>I</b><br>Describe how and why regions change over time.<br><br>H 3.8.3; H 7.8.14; H 9.8.1;  | 2.12.6 <b>E</b><br><i>Analyze why places and regions once characterized by one set of criteria may be defined by a different set of criteria today, and evaluate these changes.</i><br><br>H 3.12.3; H 3.12.4; H 4.12.1 | <b>Patterns of Change</b>           |
| 2.2.7 <b>I</b><br>Identify areas that have different purposes in the home or the classroom.                                | 2.3.7 <b>I</b><br>Identify neighborhoods and communities as places where people live, work, and play. | 2.5.7 <b>I</b><br>Identify the criteria used to define different types of regions.  | 2.8.7 <b>E</b><br>Illustrate the relationship between the physical and cultural characteristics of a region.<br><br>H 3.8.3; H 3.8.5; H 5.8.5; H 5.8.6; H 5.8.10; H 6.8.19 | 2.12.7 <b>E</b><br><i>Apply the concept of region to organize and study a geographic issue.</i>   | <b>Applying Concepts of Regions</b> |

## Geography

**Content Standard 3.0: Physical Systems:** *Students understand how physical processes shape Earth's surface patterns and ecosystems.*

| Grade 2  | Grade 3   | Grade 5   | Grade 8  | Grade 12   |                                      |
|--|---|---|--|--|--------------------------------------|
| Students know and are able to do everything required in earlier grades and:                                    | Students know and are able to do everything required in earlier grades and:                                 | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  |                                      |
| 3.2.1 <b>I</b><br>Describe the weather conditions typical to each season in the community and in other places. | 3.3.1 <b>W</b><br>Recognize that plants and animals have habitats on both land and in water.                | 3.5.1 <b>I</b><br>Identify the components of each of Earth's four basic physical systems including <b>atmosphere</b> , <b>lithosphere</b> , <b>hydrosphere</b> , and <b>biosphere</b> . | 3.8.1 <b>E</b><br>Explain how the physical processes within each of the four basic systems influence the Earth's surface.    | 3.12.1 <b>E</b><br>Describe and analyze how interactions of the four basic physical systems affect different regions of the United States and the world. | <b>Physical Systems</b>              |
|  | 3.3.2 <b>W</b><br>Identify various natural hazards such as floods, earthquakes, and volcanic eruptions.     | 3.5.2 <b>W</b><br>Define and give examples of natural hazards, such as hurricanes, tornadoes, and tsunamis.   | 3.8.2 <b>I</b><br>Explain how natural hazards alter Earth's environments, such as avalanches, wildfires, and drought.        | 3.12.2 <b>I</b><br>Describe the causes and consequences of natural hazards that shape features and patterns on the Earth                                 | <b>Natural Hazards</b>               |
| 3.2.3 <b>W</b><br>Identify some basic elements of a simple <b>ecosystem</b> , such as plants and animals.      | 3.3.3 <b>W</b><br>Identify different types of simple <b>ecosystems</b> , such as ponds, streams, or fields. | 3.5.3 <b>W</b><br>Identify the parts of different ecosystems, including soil, climate, plant life, and animal life.   | 3.8.3 <b>I</b><br>Describe the interdependence among soil, climate, plant life, and animal life within different ecosystems. | 3.12.3 <b>E</b><br>Analyze the effects of physical and human forces on interdependence within different ecosystems.                                      | <b>Characteristics of Ecosystems</b> |

**Atmosphere:** The envelope of gases, aerosols, and other materials that surrounds Earth and is held close by gravity. The gases are predominantly nitrogen, oxygen, argon, and carbon dioxide and include much smaller percentages of helium, methane, and hydrogen.

**Biosphere:** The realm of Earth that includes all plant and animal life forms.

**Ecosystem (ecological system):** A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.

**Hydrosphere:** The water realm of Earth, which includes water contained in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere.

**Lithosphere:** The uppermost portion of the solid Earth, including the soil, land, and geologic formations.



## Geography

**Content Standard 3.0: Physical Systems:** *Students understand how physical processes shape Earth's surface patterns and ecosystems.*

| Grade 2   | Grade 3   | Grade 5   | Grade 8  | Grade 12  |                                   |
|---|---|---|--|---|-----------------------------------|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:                     | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   |                                   |
|   | 3.3.4 <b>W</b><br>Locate different ecosystems in their community.             | 3.5.4 <b>W</b><br>Describe the <b>biodiversity</b> of different ecosystems on Earth.            | 3.8.4 <b>W</b><br>Compare and contrast the <b>biodiversity</b> and productivity of different ecosystems on Earth.                                  | 3.12.4 <b>I</b><br>Analyze the <b>biodiversity</b> , distribution, and productivity of ecosystems across Earth's surface. | <b>Distribution of Ecosystems</b> |
|   | 3.3.5 <b>W</b><br>Identify the living and nonliving elements of an ecosystem. | 3.5.5 <b>I</b><br><i>Investigate an ecosystem by asking and answering geographic questions.</i> | 3.8.5 <b>I</b><br><i>Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions.</i> | 3.12.5 <b>E</b><br><i>Propose solutions to environmental problems using the concept of ecosystems.</i>                    | <b>Analysis of Ecosystems</b>     |

**Biodiversity:** The number and variety of different organisms in the region in which they occur.

## Geography

**Content Standard 4.0: Human Systems:** *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

| Grade 2  | Grade 3   | Grade 5  | Grade 8  | Grade 12   |  |
|--|---|--|--|--|--|
| Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  |  |
| 4.2.1 <b>I</b><br>Use a school map to construct a visual model of population distribution.   | 4.3.1 <b>I</b><br>Construct a graph or chart to compare population distribution in different areas.<br><br>Ec 2.3.2 | 4.5.1 <b>I</b><br>Explain differences in population distribution within Nevada and the United States.  | 4.8.1 <b>I</b><br>Describe the characteristics of <b>developing</b> and <b>developed countries</b> using key demographic concepts.<br><br>Ec 2.8.1; Ec 2.8.2; H 9.8.6; H 10.8.3  | 4.12.1<br>Analyze <b>demographic</b> trends in world population.   | <b>Demographic Concepts</b>                            |
| 4.2.2 <b>E</b><br>Give oral directions from one location to another within their school or community.<br><br>E 4.2.6; E 8.2.4; E 9.2.5 | 4.3.2 <b>E</b><br>Draw a simple map that illustrates how to get from one location to another.                       | 4.5.2 <b>I</b><br>Identify the <b>push-pull factors</b> influencing human <b>migration</b> and settlement.<br><br>E 5.5.6; Ec 2.5.6                | 4.8.2 <b>E</b><br>Describe the reasons for human <b>migration</b> and settlement and explain the effects on places and <b>cultures</b> .<br><br>H 3.8.1; H 3.8.2; H 3.8.3; H 4.8.3; H 5.8.7; H 6.8.19; H 9.8.6; H 10.8.3 | 4.12.2 <b>E</b><br>Evaluate the impact of <b>migration</b> and settlement on physical and human systems.<br><br>H 3.12.3 | <b>Migration and Settlement</b>                        |
| 4.2.3 <b>W</b><br>Categorize different ways to move people, goods, and ideas.  | 4.3.3 <b>I</b><br>Identify transportation and communication networks in daily life.                                 | 4.5.3 <b>W</b><br>List examples of historical movements of people, goods, and ideas.<br><br>H 4.5.1; H 5.5.7; H 5.5.8; H 5.5.11; H 6.5.17; H 7.5.9 | 4.8.3 <b>W</b><br>Describe how a historical event was affected by the movement of people, goods, and ideas.<br><br>H 5.8.7; H 5.8.11; H 6.8.17; H 6.8.19; H 7.8.5; H 9.8.12  | 4.12.3 <b>I</b><br>Analyze how history has been affected by the movement of people, goods, and ideas.                    | <b>Historical Movement of People, Goods, and Ideas</b> |

**Culture:** Learned behavior of people, which includes their belief systems and languages, their social relationships and customs, their institutions and organizations, and their material goods — food, clothing, buildings, tools, and machines.

**Demographic:** Pertaining to the study of population statistics, changes, and trends based on various measures such as fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population), literacy rate, per capita income, and gross domestic product.

**Developed countries:** An area of the world that is technologically advanced, highly urbanized, and has generally evolved through both economic and demographic transitions.

**Developing country:** A country that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use.

**Goods:** Merchandise, wares available for sale or trade.

**Migration:** The act or process of people moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.

**Pull factors:** In migration theory, the social, political, economic, and environmental forces that drive people from their previous location to search for new ones.

**Push factors:** In migration theory, the social, political, economic and environmental attractions of new areas that draw people away from their previous location.

## Geography

**Content Standard 4.0: Human Systems:** *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

| Grade 2  | Grade 3   | Grade 5  | Grade 8  | Grade 12  |   |
|--|---|--|--|---|---|
| Students know and are able to do everything required in earlier grades and:                            | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   |   |
| 4.2.4 <b>W</b><br>Compare and contrast rural and urban communities.                                    | 4.3.4 <b>I</b><br>Describe the characteristics of rural, suburban, and urban communities.                                     | 4.5.4 <b>I</b><br>Describe the differences among rural, <b>suburban</b> , and <b>urban</b> migration and settlement.   | 4.8.4 <b>W</b><br>Identify the different patterns of migration and settlement in developing and developed countries.<br><br>H 3.8.2; H 5.8.11; H 9.8.6; H 10.8.3   | 4.12.4 <b>W</b><br>Compare the characteristics and patterns of migration and settlement in <b>developing</b> and <b>developed countries</b> .                               | <b>Patterns of Human Settlement</b>         |
| 4.2.5 <b>W</b><br>Distinguish between goods and <b>services</b> .<br><br>Ec 1.3.1; Ec 6.2.2            | 4.3.5 <b>I</b><br>Locate sources of <b>goods</b> and <b>services</b> found in the community.<br><br>Ec 6.3.2                  | 4.5.5 <b>I</b><br>Identify the sources of various economic goods and describe their movement between states or countries.<br><br>C 8.5.2; Ec 9.5.1; Ec 9.5.2; Ec 9.5.4; Ec 6.5.3 | 4.8.5 <b>E</b><br>Explain how the physical and human geography of regions influences their economic activities.<br><br>C 8.8.2; Ec 6.8.1; H3.8.3; H 5.8.7; H 5.8.11; H 5.8.12; H 6.8.1; H 7.8.5; H 9.8.6; H 10.8.3 | 4.12.5<br><i>Analyze how location and distance connect and influence economic systems at local, national, and international levels.</i><br><br>C 8.12.2; H 3.12.3; H 4.12.5 | <b>Economic Systems and Interdependence</b> |
| 4.2.6 <b>W</b><br>Use a map or chart to display information about an economic product.<br><br>Ec 3.2.1 | 4.3.6 <b>I</b><br>Investigate an economic product by asking and answering questions about location.<br><br>Ec 9.3.1; Ec 9.3.2 | 4.5.6 <b>I</b><br><i>Investigate an economic issue by asking and answering geographic questions about location.</i><br><br>H 6.5.21; H 10.5.3; Ec 9.5.01. Ec 9.5.2; Ec 9.5.4     | 4.8.6 <b>W</b><br><i>Identify a regional or international economic issue and explain it from a spatial perspective.</i><br><br>H 6.5.21; H 10.5.3; Ec 9.5.1; Ec 9.5.2; Ec 9.5.4                                    | 4.12.6 <b>W</b><br><i>Analyze and evaluate international economic issues from a spatial perspective.</i><br><br>E 5.12.6; Ec 9.12.1; H 4.12.5                               | <b>Analysis of Economic Issues</b>          |

**Developed countries:** An area of the world that is technologically advanced, highly urbanized, and has generally evolved through both economic and demographic transitions.

**Developing country:** A country that is changing from uneven growth to more constant economic conditions and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use.

**Goods:** Merchandise, wares available for sale or trade.

**Services:** Work done for others as an occupation or business.

**Spatial perspective:** The point of view that emphasizes the essential issue of place — embodied in specific questions such as “Where is it?” or “Why is it there?” — as a fundamental dimension of human experience.

**Suburban:** Pertaining to the culture, manners, and customs of a residential area outlying a city.

**Urban:** Related to a city or densely populated area.

## Geography

**Content Standard 4.0: Human Systems:** *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

| Grade 2   | Grade 3  | Grade 5   | Grade 8  | Grade 12  |                                      |
|---|--|---|--|---|--------------------------------------|
| Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   |                                      |
| <p>4.2.7 <b>W</b><br/>Distinguish between wants and needs and describe how people fulfill them.</p> <p>Ec 1.2.1; Ec 2.3.6; Ec 3.2.1; Ec 5.2.1; Ec 6.2.2; Ec 6.2.6</p> | <p>4.3.7 <b>W</b><br/>Compare the wants and needs of people in different communities and the means used to fulfill those wants and needs.</p>                | <p>4.5.7 <b>W</b><br/><i>Compare differences in the economic development and quality of life among the countries in North America.</i></p> <p>Ec 6.5.3; Ec 6.5.6; Ec 9.5.1; Ec 9.5.2; Ec 9.5.4; H 9.5.5</p> | <p>4.8.7 <b>W</b><br/><i>Compare the elements of economic development and quality of life between developing and developed countries.</i></p> <p>Ec 2.8.1; Ec 2.8.2; Ec 5.8.4; Ec 7.8.1; Ec 9.8.2; Ec 9.8.4; H 10.8.3</p>  | <p>4.12.7 <b>W</b><br/><i>Predict the impact of changes in the level of economic development on the quality of life in developing and developed countries.</i></p> <p>Ec 2.12.2; M 5.12.1</p>   | <b>Patterns of Human Development</b> |
| <p>4.2.8 <b>W</b><br/>List different groups to which people belong.</p>   | <p>4.3.8 <b>W</b><br/>Describe the different purposes of various organizations such as Scouts, organized sports, 4-H.</p> <p>C 4.3.3; Ec 4.3.3; Ec 4.3.4</p> | <p>4.5.8 <b>W</b><br/>Describe why types of organizations may differ by geographic region.</p> <p>H 5.5.5; H 5.5.6</p>  | <p>4.8.8 <b>W</b><br/>Compare and contrast changes in cultural, political, and economic organizations over time.</p> <p>C 4.8.2; C 4.8.3; C 7.8.1; C 7.8.2; Ec 2.8.9; Ec 2.8.10; H 3.8.2; H 3.8.3; H 5.8.12; H 7.8.14; H 9.8.6; H 9.8.12; H 10.8.3; H 10.8.7</p> | <p>4.12.8 <b>W</b><br/>Evaluate the changes that occur in the size and structure of cultural, political, and economic organizations.</p> <p>C 4.12.2</p>  | <b>Human Organizations</b>           |
| <p>4.2.9 <b>I</b><br/>Identify places where cooperation and conflict take place.</p>  | <p>4.3.9 <b>I</b><br/>Describe how cooperation and conflict affect people and places.</p> <p>C 5.3.6</p>   | <p>4.5.9 <b>I</b><br/>Describe issues of cooperation and conflict within the United States.</p> <p>C 5.5.6; H 6.5.21; H 10.5.3</p>  | <p>4.8.9 <b>E</b><br/>Compare how cooperation and conflict among people contribute to political, economic, and cultural divisions on Earth's surface.</p> <p>C 7.8.1; Ec 9.8.2; H 6.8.21; H 7.8.14; H 9.8.3; H 9.8.9; H 9.8.12; H 10.8.3</p>                     | <p>4.12.9 <b>E</b><br/><i>Analyze how different cultures, points of view, and self-interests influence cooperation and conflict over territory and resources.</i></p> <p>C 5.12.6; C 4.12.3</p> | <b>Cooperation and Conflict</b>      |

**Culture:** Learned behavior of people, which includes their belief systems and languages, their social relationships and customs, their institutions and organizations, and their material goods — food, clothing, buildings, tools, and machines.

**Interdependence:** Two mutually dependent people relying on each other in different places or in the same place for ideas, goods, and services.

## Geography

**Content Standard 4.0: Human Systems:** *Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.*

| Grade 2   | Grade 3   | Grade 5   | Grade 8   | Grade 12   |  |
|---|---|---|---|--|--|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  |  |
|   |   |   | 4.8.10 <b>W</b><br>Identify <b>trans-regional alliances</b> and international organizations that influence cooperation and conflict among countries.<br><br>C 8.8.4; H 9.8.3; H 9.8.9; H 9.8.12; H 10.8.3; H 10.8.4 | 4.12.10 <b>I</b><br>Describe the forces of cooperation and conflict as they affect the way the world is divided among countries. | <b>International Alliances and Organizations</b> |

**Settlement pattern:** The spatial distribution and arrangement of human habitations, including rural and urban centers.

**Trans-regional alliances:** Political and economic alliances between states that transcend traditional cultural regions for example, Organization of African Unity, OPEC, United Nations, Colorado River Basin Authority, Tahoe Regional Planning Commission.

## Geography

**Content Standard 5.0: Environment and Society:** *Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

| Grade 2   | Grade 3   | Grade 5   | Grade 8  | Grade 12   |  |
|---|---|---|--|--|--|
| Students know and are able to do everything required in earlier grades and: | Students know and are able to do everything required in earlier grades and:                         | Students know and are able to do everything required in earlier grades and:                                       | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  |  |
|   |   | 5.5.1 <b>E</b><br><i>Describe ways in which changes in the physical environment affect humans.</i>                | 5.8.1 <b>E</b><br><i>Describe and predict the regional or global impact of changes in the physical environment.</i><br><br>H 9.8.8   | 5.12.1 <b>E</b><br><i>Compare and contrast how changes in the physical environment can increase or diminish its capacity to support human activity.</i><br><br>H 3.12.2; H 4.12.2                          | <b>Changes in the Physical Environment</b>     |
|   |   |   | 5.8.2 <b>E</b><br><i>Compare and contrast the opportunities and constraints that the physical environment places on human activity.</i><br><br>H 3.8.1; H 3.8.2; H 3.8.3;<br>H 3.8.5; H 4.8.1; H 4.8.2;<br>H 6.8.1; H 7.8.7; H 8.8.6 | 5.12.2 <b>E</b><br><i>Evaluate strategies to respond to constraints placed on human systems by the physical environment.</i>   | <b>Constraints of the Physical Environment</b> |
|   | 5.3.3 <b>W</b><br>List tools, machines, or technologies that have changed the physical environment. | 5.5.3 <b>W</b><br>Describe places in the United States whose physical environment has been altered by technology. | 5.8.3 <b>E</b><br>Evaluate the role of technology in the human modification of the physical environment.<br><br>C 4.8.6; H 3.8.2; H 4.8.2;<br>H 6.8.1; H 7.8.5; H 7.8.7<br>H 8.8.2; H 8.8.6; H 9.8.7;<br>H 9.8.8                     | 5.12.3 <b>E</b><br>Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate the possible regional or global impact.<br><br>C 4.12.6; C 5.12.6 | <b>Technology and the Physical Environment</b> |

## Geography

**Content Standard 5.0: Environment and Society:** *Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.*

| Grade 2  | Grade 3  | Grade 5   | Grade 8   | Grade 12   |  |
|--|--|---|---|--|--|
| Students know and are able to do everything required in earlier grades and:              | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  |  |
| 5.2.4 <b>E</b><br>Identify how people shape the physical environment at home and school. | 5.3.4 <b>E</b><br>Compare different ways in which people modify the physical environment.<br><br>H 5.3.6; H 6.3.17                 | 5.5.4 <b>E</b><br>Explore the impact of human modification of the physical environment on the people who live in that location.     | 5.8.4 <b>E</b><br>Describe the changes that result from human modification of the physical environment.<br><br>C 4.8.6; H 3.8.2; H 4.8.2; H 6.8.1; H 7.8.5; H 7.8.7; H 8.8.2; H 8.8.6; H 9.8.7; H 9.8.8 | 5.12.4 <b>E</b><br>Develop possible responses to changes caused by human modification of the physical environment<br><br>C 4.12.6; C 5.12.6                                  | <b>Human Modification</b>                          |
|  |  |   | 5.8.5 <b>I</b><br>Research a specific <b>natural hazard</b> and document its effects on human systems.  | 5.12.5 <b>E</b><br>Analyze human <b>perception</b> of and response to <b>natural hazards</b> .   | <b>Effects of Natural Hazards on Human Systems</b> |
|  | 5.3.6 <b>I</b><br>Describe ways humans depend on natural resources.<br><br>H 5.3.6; H 6.3.17                                       | 5.5.6 <b>I</b><br>Describe the patterns of <b>distribution</b> and use of natural resources in the United States.<br><br>Ec 6.5.3   | 5.8.6 <b>I</b><br>Identify and locate examples of <b>renewable resources</b> .<br><br>Ec 6.8.3; H 9.9.8; H 10.8.3; H 10.8.4   | 5.12.6 <b>E</b><br>Analyze the patterns of use, the changing distribution, and the relative importance of Earth's resources.<br><br>C 5.12.6; H 3.12.3; H 4.12.2; H 4.12.5   | <b>Earth's Resources</b>                           |
|  | 5.3.7<br>List examples of how people use and manage natural resources within their communities.<br><br>Ec 9.3.1, H 5.3.6; H 6.3.17 | 5.5.7 <b>W</b><br><i>Compare the use of the same resource in the United States with another place in the world.</i><br><br>Ec 6.5.3 | 5.8.7 <b>I</b><br><i>Select a resource and evaluate different viewpoints regarding its use.</i><br><br>C 4.8.6; Ec 6.8.1; H 7.8.3   | 5.12.7 <b>E</b><br><i>Develop policies for the use and management of Earth's resources that consider the various interests involved.</i><br><br>C 4.12.6; C 5.12.6; E 9.12.3 | <b>Management of Earth's Resources</b>             |

**Distribution:** The arrangement of items over a specified area (synonymous with spatial distributions).

**Natural hazard:** An event in the physical environment, such as a hurricane or earthquake, that is destructive to human life and property.

**Perception:** The feelings, attitudes, and images people have of different places, peoples, and environments. The images people have in their heads of where places are located are called perceptual or mental maps.

**Renewable resource:** A resource that can be regenerated if used carefully (for example, fish, timber).

## Geography

**Content Standard 6.0: Geographic Applications:** *Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.*

| Grade 2   | Grade 3   | Grade 5   | Grade 8  | Grade 12   |  |
|---|---|---|--|--|--|
| Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:  |  |
|   | 6.3.1 <b>I</b><br>Use visual clues to determine when and where an event took place in the past.<br><br>H 1.3.2; H 2.3.1 | 6.5.1 <b>I</b><br>Describe how the physical setting influenced an event in the past.<br><br>H 4.5.1; H 5.5.7; H 6.5.4; H 6.5.21 | 6.8.1 <b>E</b><br>Explain how different characteristics of people, places, and <b>resources</b> have affected events and conditions in the past.<br><br>H 3.8.2; H 3.8.2; H 4.8.1; H 4.8.2; H 5.8.5; H 5.8.6; H 5.8.8; H 5.8.9; H 5.8.1; H 6.8.21; H 6.8.22; H 7.8.5 | 6.12.1 <b>E</b><br>Analyze the ways in which physical features and human characteristics of places and regions have influenced the evolution of significant historical events.<br><br>C 5.12.6; H 3.12.3; H 4.12.1; H 4.12.2; H 4.12.5 | <b>Applying Geography in History</b>             |
| 6.2.2 <b>W</b><br>Recognize the location of major current events.   | 6.3.2 <b>W</b><br>Identify the location of current events on a map.<br><br>H 1.3.1                                      | 6.5.2 <b>I</b><br><i>Use current events to ask and answer geographic questions.</i>   | 6.8.2 <b>E</b><br><i>Explain how the physical geography of a place or region can influence current events.</i>   | 6.12.2 <b>E</b><br><i>Relate current events to the physical features and human characteristics of places and regions.</i><br><br>C 5.12.6  | <b>Applying Geography in Current Events</b>      |
|   | 6.3.3 <b>I</b><br>Recognize a geographic issue or theme that affects home, school, or community.                        | 6.5.3 <b>I</b><br><i>Discuss a geographic issue from more than one point of view.</i><br><br>E 11.5.2; H 6.5.21                 | 6.8.3 <b>E</b><br><i>Examine a contemporary issue using geographic knowledge, skills, and perspectives.</i><br><br>C 4.8.6   | 6.12.3 <b>E</b><br><i>Analyze a contemporary issue using geographic knowledge, skills, and perspectives.</i><br><br>C 5.12.6; E 4.12.4   | <b>Applying Geography to Contemporary Issues</b> |
| 6.2.4 <b>W</b><br>Plan a spatial change for a classroom or school such as redesigning the playground or changing the location of furniture. | 6.3.4 <b>W</b><br>Predict possible geographic changes that could take place in their neighborhood or community.         | 6.5.4 <b>W</b><br><i>Describe a geographic issue and the possible impact it could have in the future.</i><br><br>E 5.5.6        | 6.8.4 <b>I</b><br><i>Describe several future outcomes of a geographic issue and defend one possible solution.</i><br><br>C 4.8.6   | 6.12.4 <b>E</b><br><i>Predict possible outcomes and develop future policies for local or regional issues that have spatial dimensions.</i><br><br>C 5.12.6   | <b>Applying Geography to the Future</b>          |

**Pivotal:** Describes an essential component that determines the effect of something.

**Resource:** An aspect of the physical environment that people value and use to meet a need for fuel, food, an industrial product, or something else of value.

**System:** A collection of entities that are linked and interrelated, such as the hydrologic cycle, cities, and transportation modes.



## Geography

**Content Standard 7.0: Geographic Skills:** *Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

| Grade 2   | Grade 3   | Grade 5   | Grade 8  | Grade 12  |  |
|---|---|---|--|---|--|
| Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   |  |
| 7.2.1 <b>I</b><br>Ask questions about location.<br><br>E 4.2.3; E 10.2.3; E 11.2.1  | 7.3.1 <b>I</b><br>Ask questions about why things are located where they are.<br><br>E 4.3.3; E 10.3.2; E 11.3.1; Ec 9.3.1; Ec 9.3.2 | 7.5.1 <b>I</b><br><i>Ask geographic questions about the origin and significance of <b>spatial patterns</b>.</i><br><br>E 10.5.2 | 7.8.1 <b>I</b><br><i>Identify and define geographic problems and issues by asking geographic questions.</i>  | 7.12.1 <b>I</b><br><i>Plan and organize a geographic research project by asking appropriate geographic questions.</i>   | <b>Ask Geographic Questions</b>        |
| 7.2.2 <b>I</b><br>Gather geographic information from books and pictures.<br><br>E 4.2.1; E 11.2.2                             | 7.3.2 <b>I</b><br>Gather geographic information from maps, globes, and atlases.<br><br>E 4.3.1; E 11.3.2                            | 7.5.2 <b>I</b><br>Locate and gather geographic information from a variety of sources.<br><br>E 11.5.2                           | 7.8.2 <b>I</b><br>Use a variety of research skills, including field work and computer resources, to collect geographic information.<br><br>E 11.8.2          | 7.12.2 <b>I</b><br>Locate and acquire a variety of primary and secondary information sources and assess the value of each.<br><br>E 11.12.2   | <b>Acquire Geographic Information</b>  |
| 7.2.3 <b>I</b><br>Make simple lists and graphs and arrange visual materials to display geographic information.<br><br>E 6.2.2 | 7.3.3 <b>I</b><br>Construct simple maps and graphs to display geographic information.<br><br>E 6.3.2                                | 7.5.3 <b>I</b><br>Create complex maps, graphs, or charts to display geographic information.<br><br>E 11.5.5                     | 7.8.3 <b>I</b><br>Create and prepare various forms of maps, graphs, diagrams, tables, or charts to organize geographic information.<br><br>E 11.8.5; H 4.8.4 | 7.12.3 <b>I</b><br>Use a variety of tools and technologies to select and design appropriate forms of maps, graphs, diagrams, tables, or charts to organize geographic information.<br><br>E 11.12.2 | <b>Organize Geographic Information</b> |
| 7.2.4 <b>I</b><br>Identify and group information from several geographic sources.   | 7.3.4 <b>I</b><br>Select and explain information from several geographic sources.   | 7.5.4 <b>E</b><br>Investigate and interpret information from a variety of geographic sources.<br><br>E 6.5.1; E 11.5.2; H 1.5.2 | 7.8.4 <b>E</b><br>Evaluate and analyze information obtained from a variety of geographic sources.<br><br>E 11.8.2; H 4.8.1                                   | 7.12.4 <b>E</b><br>Use quantitative methods of analysis to make inferences and draw conclusions from maps and other geographic representations.   | <b>Analyze Geographic Information</b>  |

**Spatial patterns:** Pattern of space on the Earth's surface.

## Geography

**Content Standard 7.0: Geographic Skills:** *Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.*

| Grade 2   | Grade 3  | Grade 5   | Grade 8   | Grade 12  |                                       |
|---|--|---|---|---|---------------------------------------|
| Students know and are able to do everything required in earlier grades and:                     | Students know and are able to do everything required in earlier grades and:  | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   | Students know and are able to do everything required in earlier grades and:   |                                       |
| <p>7.2.5 <b>E</b><br/>Display the results of a geographic inquiry.</p> <p>E 11.2.5; H 1.3.2</p> | <p>7.3.5 <b>E</b><br/>Create a visual model to illustrate the results of a geographic inquiry.</p> <p>E 11.3.5</p> | <p>7.5.5 <b>E</b><br/><i>Draw a conclusion by presenting geographic information in an oral or written report accompanied by maps or graphics.</i></p> <p>E 6.5.3; E 6.5.7;<br/>E 10.5.3; E 11.5.5</p> | <p>7.8.5 <b>E</b><br/><i>Make generalizations by developing and presenting combinations of geographic information to answer geographic questions.</i></p> <p>E 10.8.2</p> | <p>7.12.5 <b>E</b><br/><i>Complete a geographic inquiry by applying geographic models, generalizations, and theories to the analysis, interpretation, and presentation of information.</i></p> <p>E 10.12.2; H 1.12.2</p> | <b>Present Geographic Information</b> |